














Subject: Science
 Year group: 1
 Term: Summer
 Unit name: Animals including humans
 Strand: Biology







Prior Knowledge - They know how to keep healthy by doing exercise and eating healthily. They know some rhymes about the body (e.g. Heads, Shoulders, Knees and Toes)	
Key Vocabulary: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, reptile, amphibian, mammal, omnivore, carnivore, herbivore, all senses.	
Key Scientists: Zoo keepers Doctors Nurses	Suggested books: 

National curriculum:	
<ul style="list-style-type: none"> I can identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals I can identify and name a variety of common animals that are carnivores, herbivores and omnivores. I can describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) I can identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 	
Working Scientifically:	
<ul style="list-style-type: none"> Asking simple questions and recognising that they can be answered in different ways Observing closely, using simple equipment Performing simple tests Identifying and classifying Using their observations and ideas to suggest answers to questions Gathering and recording data to help in answering questions. 	
C	H
Compassion	Hope
When Jesus arrived, he saw a large crowd. He felt sorry for them and healed those who were sick. Matthew 14:14	I say this because I know what I have planned for you," says the Lord. "I have good plans for you. I don't plan to hurt you. I plan to give you hope and a good future. Jeremiah 29:11

Key learning objectives

****This unit has a further 6 lessons extension with resources if you wish to extend the learning further or even substitute these lessons with.****

Knowledge	Working Scientifically	Scientific Enquiry
To identify, name, draw and label basic parts of the human body and say which part of the body is associated with each sense.	To observe features of the human body. 	To identify different parts of the human body. 
To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	To carry out simple tests to compare and classify. 	To identify each taste and categorise them into sweet, salty, sour and bitter. 
To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	To make predictions when using my senses. 	To carry out a comparative test to test whether our sense of smell is better when we can't see. 
To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals	To ask questions to identify, sort and classify. 	To classify animals based on their characteristics. 
To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)	To make comparisons between animals and give my reasons. 	To spot patterns between different groups of animals. 
To identify and name a variety of common animals that are carnivores, herbivores and omnivores.	To use sorting rings and Venn diagrams to record my findings. 	To identify and sort animals according to what they eat. 

Scientific Enquiry Key	Comparative / fair testing Changing one variable to see its effect on another, whilst keeping all others the same. 	Pattern-seeking Identifying patterns and looking for relationships in enquiries where variables are difficult to control. 
	Research Using secondary sources of information to answer scientific questions. 	Identifying, grouping and classifying Making observations to name, sort and organise items. 
	Observation over time Observing changes that occur over a period of time ranging from minutes to months. 	Problem-solving Applying prior scientific knowledge to find answers to problems. 

Assessment- Key indicators:

- Can name a range of animals which includes animals from each of the vertebrate groups.
- Can describe the key features of named animals.
- Can label key features on a picture/diagram.
- Can write descriptively about an animal.
- Can write a 'What am I?' riddle about an animal.
- Can describe what a range of animals eat.
- Can compare and classify animals.